

Charles B DuBose Middle

1000 DuBose School Road
Summerville, South Carolina 29483

Grades 6-8 Middle School

Enrollment 982 Students

Principal Raymond A. Burke 843-875-7012

Superintendent Joseph R. Pye 843-873-2901

Board Chair Bufort "Bo" Blanton 843-873-8454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	34	4	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Average	No
2005	Average	Average	No

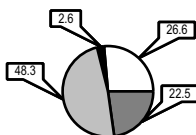
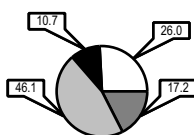
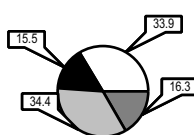
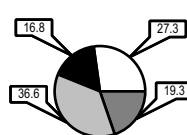
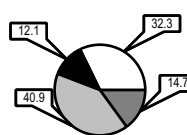
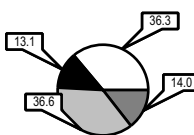
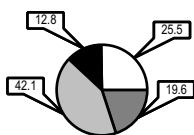
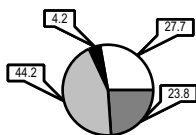
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	945	99.9	26.5	48.4	22.5	2.6	39.5	Yes	Yes
Gender									
Male	474	100.0	31.5	45.5	21.6	1.4	36.8		
Female	471	99.8	21.6	51.1	23.4	3.8	42.1		
Racial/Ethnic Group									
White	636	100.0	22.9	47.8	25.4	3.9	44.9	Yes	Yes
African American	270	99.6	35.1	49.0	15.9	0.0	26.3	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	26.3	57.9	15.8	0.0	42.1	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	815	99.9	21.4	50.8	24.8	3.0	44.1		
Disabled	130	100.0	58.7	33.1	8.3	0.0	10.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	945	99.9	26.5	48.4	22.5	2.6	39.5		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	941	99.9	26.4	48.4	22.6	2.6	39.6		
Socio-Economic Status									
Subsidized meals	407	99.8	36.1	46.6	16.8	0.5	28.0	No	Yes
Full-pay meals	538	100.0	19.1	49.7	27.0	4.2	48.3		

Mathematics – State Performance Objective = 36.7%									
All Students	945	99.9	25.9	46.2	17.2	10.7	40.7	Yes	Yes
Gender									
Male	474	99.8	25.1	46.1	17.7	11.1	41.2		
Female	471	100.0	26.7	46.3	16.6	10.3	40.2		
Racial/Ethnic Group									
White	636	99.8	19.7	46.9	20.4	13.0	48.6	Yes	Yes
African American	270	100.0	41.7	44.4	9.9	4.0	20.6	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	21.1	52.6	5.3	21.1	47.4	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	815	99.9	21.8	47.5	18.6	12.1	44.5		
Disabled	130	100.0	52.1	38.0	8.3	1.7	17.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	945	99.9	25.9	46.2	17.2	10.7	40.7		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	941	99.9	25.9	46.1	17.2	10.7	40.9		
Socio-Economic Status									
Subsidized meals	407	100.0	36.3	44.4	13.6	5.7	31.3	No	Yes
Full-pay meals	538	99.8	17.9	47.6	20.0	14.5	48.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	944	99.9	33.7	34.5	16.3	15.5	31.8
Gender							
Male	473	99.8	33.9	31.9	15.0	19.2	34.2
Female	471	100.0	33.5	37.1	17.5	11.9	29.4
Racial/Ethnic Group							
White	635	99.7	25.8	36.0	18.8	19.4	38.2
African American	270	100.0	53.6	31.7	8.7	6.0	14.7
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	26.3	36.8	21.1	15.8	36.8
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	814	99.9	28.7	36.3	18.4	16.6	35.0
Disabled	130	100.0	65.3	23.1	3.3	8.3	11.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	944	99.9	33.7	34.5	16.3	15.5	31.8
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	940	99.9	33.6	34.5	16.3	15.5	31.9
Socio-Economic Status							
Subsidized meals	406	100.0	48.7	30.4	11.3	9.7	20.9
Full-pay meals	538	99.8	22.2	37.7	20.2	20.0	40.1

Social Studies							
All Students	944	99.9	27.1	36.7	19.4	16.9	36.2
Gender							
Male	473	99.8	26.3	33.3	21.2	19.2	40.4
Female	471	100.0	27.9	40.0	17.5	14.6	32.1
Racial/Ethnic Group							
White	635	99.8	22.8	35.0	21.5	20.8	42.2
African American	270	100.0	38.9	40.5	13.1	7.5	20.6
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	21.1	31.6	31.6	15.8	47.4
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	814	99.9	23.0	37.1	20.9	19.0	39.9
Disabled	130	100.0	52.9	33.9	9.9	3.3	13.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	944	99.9	27.1	36.7	19.4	16.9	36.2
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	940	99.9	27.0	36.7	19.4	16.9	36.3
Socio-Economic Status							
Subsidized meals	406	100.0	36.6	38.2	13.9	11.3	25.1
Full-pay meals	538	99.8	19.8	35.5	23.6	21.2	44.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	329	100.0	38.1	41.2	17.3	3.5	20.8
	7	312	100.0	27.9	47.5	22.9	1.7	24.6
	8	287	99.7	24.8	57.6	15.8	1.8	17.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	302	100.0	32.9	44.6	20.4	2.1	22.5
	7	347	100.0	26.4	50.3	21.7	1.6	23.3
	8	296	99.7	20.3	49.8	25.6	4.3	29.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	329	100.0	24.2	41.2	21.1	13.5	34.6
	7	312	100.0	26.9	42.9	18.6	11.6	30.2
	8	287	99.7	29.5	50.4	12.9	7.2	20.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	302	100.0	17.1	44.6	26.4	11.8	38.2
	7	347	100.0	34.0	45.0	10.4	10.7	21.1
	8	296	99.7	25.6	49.1	15.7	9.6	25.3
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	302	100.0	33.2	35.0	17.1	14.6	31.8
	7	347	100.0	41.5	34.6	12.3	11.6	23.9
	8	295	99.7	25.4	33.9	20.0	20.7	40.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	302	100.0	16.8	37.1	26.4	19.6	46.1
	7	347	100.0	45.6	35.2	11.9	7.2	19.2
	8	295	99.7	16.4	37.9	20.7	25.0	45.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 982)				
Students enrolled in high school credit courses (grades 7 & 8)	24.1%	Down from 27.2%	17.1%	15.5%
Retention rate	6.6%	Down from 8.2%	2.9%	3.0%
Attendance rate	95.3%	Down from 95.8%	95.9%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%	Down from 5.4%	4.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%	Down from 5.5%	4.2%	4.6%
Eligible for gifted and talented	15.1%	Up from 14.3%	19.2%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.9%	Down from 14.9%	14.0%	13.6%
Older than usual for grade	5.5%	Down from 7.0%	3.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	29.0%	Up from 8.4%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	53.2%	Down from 59.0%	53.2%	51.8%
Continuing contract teachers	82.3%	Down from 85.2%	80.8%	78.1%
Highly qualified teachers	94.5%	Down from 96.0%	91.0%	89.6%
Teachers with emergency or provisional certificates	6.1%	Down from 7.7%	4.3%	6.0%
Teachers returning from previous year	84.4%	Down from 85.1%	88.1%	85.4%
Teacher attendance rate	95.2%	Up from 94.2%	95.3%	94.9%
Average teacher salary	\$40,299	Down 0.8%	\$41,694	\$41,328
Prof. development days/teacher	10.0 days	Up from 7.9 days	11.7 days	11.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.8	3.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.1 to 1	22.3 to 1	21.3 to 1
Prime instructional time	89.4%	Up from 88.9%	89.8%	89.3%
Dollars spent per pupil*	\$5,643	Down 2.3%	\$5,883	\$6,022
Percent of expenditures for teacher salaries*	62.4%	Down from 63.2%	62.4%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	75.2%	Down from 90.6%	95.4%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

DuBose Middle School is a suburban school for grades 6-8. The staff consists of a principal, three assistant principals, 62 certified teachers, and 945 students. DuBose made many efforts to address the intellectual, social, and physical needs of the students. "Journey to the Middle" offered support to rising sixth graders. During the year, many of our students participated in community mentoring programs and in various school clubs. DuBose offered students a variety of exploratory classes, as well as the opportunity to participate in extracurricular activities, including football, wrestling, basketball, volleyball, and baseball. Consequently, DuBose students received district, regional, and state recognition for volleyball, basketball, and chorus.

The DuBose faculty and staff have worked diligently to address the challenge of a lack of parental and community involvement. The school offered various opportunities for parents to become involved in their children's education. These included "Star Parties," occasions to observe the constellations through our Celestron telescope; band, choral, and theatrical productions; PACT Night; and an open invitation for parent-teacher-student conferences. Additionally, the DuBose faculty and staff joined SIC, PTSA, and the church community to offer Bridging the Gap presentations in order to help parents become involved in their children's education. Subsequently, DuBose established Parent Shadowing Days for each grade level. DuBose believes that students will become more successful when parents, the community, and the school work together.

During 2004-05, DuBose faced several challenges although the 2004 PACT scores indicated substantial growth in the four content areas. These challenges included determining the best way to address the needs of students scoring significantly below grade level and according to federal guidelines, DuBose did not meet the AYP objective for our disabled students. In an effort to address these challenges, DuBose followed an explicit direct instruction model for classroom instruction. Reading strategies were taught to students in all content areas following the training of faculty and staff in teaching the "Seven Comprehension Strategies." Teachers of all content areas utilized strategies acquired while participating in the Lowcountry Writing Project. Additionally, PACT data was used to identify below basic scoring students in order to schedule the students for the Read 180 Program, academic assistance labs, extended math and ELA classes, math tutorial classes, and weekly remediation. In order to reinforce the "teaming concept" for our students and to support standards-based instruction, teachers were provided common planning time for team, grade level, and content areas, further enabling teachers to meet the needs of individual students. In an effort to promote daily learning and to encourage regular attendance, incentives were awarded to students each quarter. As a result of these efforts, calibration review from an outside source indicated a higher correlation between the PACT standards and classroom instruction at DuBose than the previous two years' correlation.

Our mission is to provide every person with the skills necessary to be a productive citizen. Our theme for 2004-05 was "No Student Will Fall Overboard."

Principal: Raymond A. Burke
SIC Chairperson: Clara Martin

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	262	89
Percent satisfied with learning environment	95.5%	73.1%	74.4%
Percent satisfied with social and physical environment	90.9%	77.5%	67.4%
Percent satisfied with school-home relations	54.5%	87.8%	51.2%

*Only students at the highest middle school grade level at this school and their parents were included.